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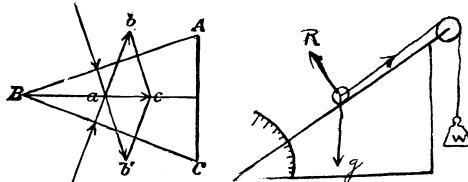
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ratus here suggested. Extend principle to "polygon of forces."

Show how this principle applies to each of the simple machines—inclined plane, wedge,

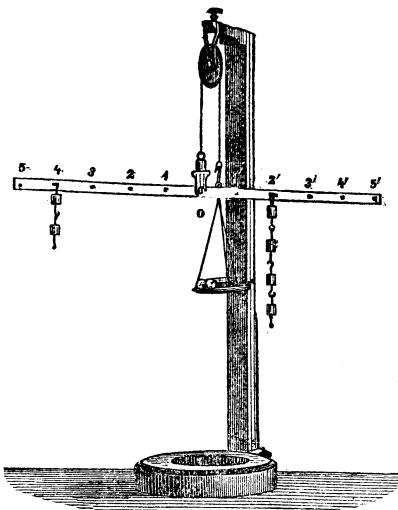


etc. Devise an apparatus for applying weight parallel to base.

#### B. Forces acting on a free body.

With apparatus like the one here suggested study the action of parallel forces on a body. This brings up the question of moments and the apparatus furnishes a means of studying it experimentally. How is the light thus obtained of value in studying the stability of trees and structures against being overturned by the wind and other forces? This leads to a neces-

sity of studying the center of gravity, which will be taken up next month. Considerable field



work in elementary geometry should be done in this grade.

## Home Economics

Alice Peloubet Norton

The study of the home and its management finds its justification as part of the school work in the importance of the home as a social factor, in the influence of the home upon character, and in the fact that nearly all the sciences find direct application in home life. The subject in its broadest interpretation embraces the study of the home itself, its evolution, its function, and its relation to other social institutions; the discussion of the problems of the family, including the training of children; the consideration of the house, its relation to the home, its architecture and decoration, and the sanitary conditions which affect the welfare of its inmates. It deals with the whole great food problem from the standpoint of economics, the

production of human energy, and the "labor power of nations." The composition, source, and nutritive value of food materials, their chemical analysis, the detection of adulterations, and the calculation of dietaries belong to the subject as legitimately as do the cooking and serving of food.

Clothing in its historical, hygienic, and æsthetic aspects, household expenditure, and the division of the income all find a place in this science of the home.

The purpose of the work offered in this department is twofold. It aims, first, to show to the student the importance of the home and its work, and to arouse interest by giving familiarity with its common processes and their underlying prin-

ciples; second, to show the value of the work for children, because of the opportunities for self-expression, and for training in community life.

The work is closely interwoven with that of other departments. The development of the home and its arts belongs to history, while geology, chemistry, physics, and bacteriology are the fundamental sciences upon which sanitation is based. Geography and nature study show us the distribution and structure of the food plants. The course in art includes the decoration of the house and the study of the textile fabrics.

The first year's work will deal especially with the first of the three main groups—food, clothing, and shelter. The outline for October is as follows:

**PEDAGOGIC SCHOOL:** I. Separation of different food principles from fruits and grains.

Water from fruit; mineral matter from grains; gluten from wheat; starch from wheat; sugar from fruit; fat from corn.

Substances isolated, to be dried when possible, and kept for future examination.

## II. Classification of foods.

Uses of food. Measure of heat and energy—caloric. Meaning of nutritive ratio; nutrient ratio; food value; balanced ration.

## III. Water.

(1) Source. (2) Uses in body. (3) Cookery: (a) Effect of heat. Determination of boiling point, with thermometer. Observation of physical changes. Effect on boiling point of substances in solution. (b) Effect of cold. Freezing point. Effect of substances in solution. Water, ices. (c) Use as solvent, illustrated by making of tea and coffee. (d) Use in furnishing moisture. Stewing of dried fruits. (e) Use as a means of conveying heat to food materials.

**References:** *Food*, by Church, Chapman & Hall. *Practical Sanitary and Economic Cooking*, Mary Hinman Abel, Lomb Prize Essay; *Chemistry of Cookery*, Chap. I, Matthieu Williams, Appleton & Co.; *Dietetic Value of Bread*, Goodfellow, pp. 1-30, McMillan & Co.; *Food and Its Functions*, Knight, pp. 1-24, Blackie and Son; *Food in Health and Disease*, Yeo, pp. 1-11. Lea Bros.

**HIGH SCHOOL:** I. Quantitative determination of water in fruits, and comparison of amounts in different varieties.

II. Study of water as in above outline.

For the work in the grades, see outlines under each grade.

## Cooking in the Primary Grades No. I

Flora J. Cooke

The work outlined below indicates one phase of the social organization of the school. It is in no sense an isolated or special work. It depends not only upon the child's daily observation and experiences in the home, but his social responsibility in this work demands the constant use of the data gathered from his experiments in geography, history, and nature study.

Twice during the month each class of primary children will prepare and serve one kind of fruit, during the lunch period, to some other class in the school.

Before deciding which fruit is best adapted for this purpose, they will experiment, each child stewing or baking a favorite fruit. When the class has compared and tested the results they will decide upon the best product, as the baked apple or apple sauce, and all will prepare and serve this fruit to their guests during the lunch period the following day.

**INCIDENTAL WORK:** Reading, writing, and number will be an essential part of almost every lesson.

The children will make an account and recipe book. They will estimate the amount and cost of all the materials used. From practical necessity they will learn to weigh and measure accurately. They will constantly study temperature and the effect of increase or decrease of heat in bak-